

Appendix table 2-1. Percentage of public and private school students who were minority: 1987-1988, 1990-1991, and 1993-1994

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Year	Total	Public	Private
All minorities			
1987-1988.....	28.0	29.3	18.9
1990-1991.....	30.4	31.4	21.7
1993-1994.....	31.5	32.7	22.1
Asian			
1987-1988.....	2.6	2.5	3.2
1990-1991.....	3.0	2.9	4.1
1993-1994.....	3.4	3.4	4.1
Black, non-Hispanic			
1987-1988.....	15.3	16.3	8.1
1990-1991.....	15.3	16.1	8.3
1993-1994.....	15.5	16.3	9.3
Hispanic			
1987-1988.....	9.1	9.4	7.1
1990-1991.....	10.8	11.1	8.6
1993-1994.....	11.5	11.9	8.0

SOURCE: Henke, Robin R., Susan B. Choy, and Sonya Geis. 1996. U.S. Department of Education/NCES. Schools and Staffing Survey: 1987-1988, 1990-1991, and 1993-1994 (School questionnaire).

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-2. Percentage of teachers who were minority, by sector: 1987-1988, 1990-1991, and 1993-1994

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Year	Total	Public	Private
1987-1988.....	11.9	12.5	6.9
1990-1991.....	12.8	13.5	7.8
1993-1994.....	12.8	13.5	8.1

SOURCE: Henke, Robin R., Susan B. Choy, and Sonya Geis. 1996. U.S. Department of Education/NCES. Schools and Staffing Survey: 1987-1988, 1990-1991, and 1993-1994 (Teacher questionnaire).

Appendix table 2-3. Students age 6-21 with disabilities receiving special education services, by educational environment: 1988-1994 school years

[Percent distribution]

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Year	Regular class	Resource room	Separate class	Public separate facility	Private separate facility	Public residential facility	Private residential facility	Homebound/hospital
1987-1988.....	29.1	40.0	24.7	3.5	1.4	0.5	0.3	0.7
1988-1989.....	30.6	38.8	24.2	3.2	1.3	0.6	0.3	0.8
1989-1990.....	31.7	37.5	24.8	3.2	1.3	0.6	0.3	0.6
1990-1991.....	33.1	36.3	25.0	2.9	1.3	0.6	0.3	0.5
1991-1992.....	34.9	36.3	23.5	2.5	1.4	0.6	0.3	0.5
1992-1993.....	39.8	31.7	23.4	2.4	1.2	0.6	0.2	0.5
1993-1994.....	43.4	29.4	22.7	2.2	1.0	0.5	0.3	0.6

SOURCES: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 1996 and *Digest of Education Statistics*, 1989 to 1995.

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-4. Students age 6-21 with disabilities receiving special education services, by type of disability and educational environment: 1993-1994 school year

[Percent distribution]

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Disability	Regular class	Resource room	Separate class	Separate school	Residential facility	Homebound/hospital
All disabilities.....	43.4	29.5	22.7	3.1	0.7	0.6
Specific learning disabilities.....	39.3	41.0	18.8	0.6	0.1	0.1
Speech or language impairments.....	87.5	7.6	4.5	0.3	0.0	0.1
Mental retardation.....	8.6	26.1	57.0	7.0	0.7	0.5
Serious emotional disturbance.....	20.5	25.8	35.3	13.4	3.2	1.8
Multiple disabilities.....	9.1	19.8	44.1	21.8	3.2	2.0
Hearing impairments.....	30.6	20.0	30.6	7.0	11.6	0.2
Orthopedic impairments.....	37.4	20.7	33.3	5.3	0.5	2.9
Other health impairments.....	40.0	27.0	21.3	1.8	0.4	9.4
Visual impairments.....	45.2	21.3	18.3	4.1	10.6	0.5
Autism.....	9.6	8.1	54.5	23.4	3.9	0.5
Deaf-blindness.....	7.7	8.0	34.6	24.3	23.2	2.2
Traumatic brain injury.....	22.3	23.5	30.2	18.3	2.6	3.0

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. 1996. *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

Appendix table 2-5. Percentage of high school graduates taking selected mathematics and science courses in high school, by sex: 1982, 1987, 1990, and 1994

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Mathematics and science courses (credits)	1982 ¹			1987 ¹			1990 ¹			1994		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mathematics ²												
Any mathematics (1.00).....	98.5	98.8	98.3	98.9	98.7	99.1	99.6	99.5	99.6	99.6	99.5	99.6
Algebra I (1.00).....	53.9	52.2	55.4	64.0	62.3	65.7	64.2	61.7	66.5	66.4	64.7	68.1
Geometry (1.00).....	45.5	45.0	45.9	59.7	58.8	60.4	63.4	62.4	64.4	70.4	68.3	72.4
Algebra II (0.50).....	32.2	32.4	32.0	48.6	47.3	48.9	51.7	50.0	53.3	58.6	55.4	61.6
Trigonometry (0.50).....	12.1	13.2	11.1	18.6	19.5	17.6	18.2	18.1	18.2	17.2	16.6	17.8
Analysis/precalculus (0.50).....	5.9	6.2	5.6	12.6	13.5	11.6	13.4	14.0	12.8	17.3	16.3	18.2
Statistics/probability (0.50).....	1.0	1.1	0.9	1.3	1.1	1.2	1.0	1.2	0.8	2.0	2.0	2.1
Calculus (1.00).....	4.6	5.1	4.1	6.0	7.4	4.6	6.5	7.5	5.6	9.2	9.4	9.1
AP calculus (1.00).....	1.5	1.6	1.4	3.2	3.8	2.7	4.1	5.0	3.4	7.0	7.2	6.8
Science												
Any science (1.00).....	96.6	96.4	96.7	98.7	98.4	99.0	99.4	99.1	99.6	99.5	99.3	99.8
Biology (1.00).....	76.4	74.2	78.4	87.8	86.3	89.4	91.3	90.0	92.5	93.5	92.3	94.7
AP/honors biology (1.00).....	6.6	6.1	7.1	2.7	2.8	2.6	4.9	4.4	5.4	4.6	4.0	5.1
Chemistry (1.00).....	30.9	31.9	30.0	43.7	44.3	43.2	49.0	47.9	50.0	56.0	53.2	58.7
AP/honors chemistry (1.00).....	2.9	3.5	2.3	3.3	3.9	2.7	3.5	4.1	2.9	3.9	4.1	3.7
Physics (1.00).....	14.2	18.8	10.0	19.2	24.0	14.6	21.5	25.4	18.0	24.4	26.9	22.0
AP/honors physics (1.00).....	1.0	1.4	0.7	1.6	2.4	0.9	2.0	2.5	1.6	2.4	3.0	1.8
Engineering (1.00).....	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	³ 0.0	0.3	0.4	0.2
Astronomy (0.50).....	1.1	1.3	0.9	1.0	1.1	0.8	1.2	1.4	1.1	1.7	2.0	1.5
Geology/earth science (0.50).....	13.2	14.2	12.3	14.5	15.0	13.8	24.8	25.7	24.1	23.0	22.8	23.2
Biology and chemistry (2.00).....	28.1	28.2	28.0	42.1	42.2	42.0	47.6	46.4	48.8	53.8	50.9	56.6
Biology, chemistry, physics (3.00).....	10.6	13.4	7.9	16.4	20.2	12.8	18.8	21.8	16.1	21.3	23.1	19.6

¹ Numbers were revised from previously published figures.

² These data report only the percentage of students who earned credit in each mathematics course while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at some point before graduating high school, either before or during high school, and about 70 percent had taken geometry.

³ Percent is less than 0.05 and is rounded to 0.

SOURCE: Smith, Thomas D., Charlene M. Hoffman, and Claire M. Geddes. 1997. U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 1996* (NCES 96-304), supplemental table 29-1.

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-6. Average NAEP scale scores in science and mathematics in grades 4, 8, and 12, by sex and race/ethnicity: 1996

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	Mathematics			Science ¹		
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12
All students.....	224	272	304	150	150	150
Male.....	226	272	305	151	151	152
Female.....	222	272	303	149	149	148
White.....	232	282	311	160	159	159
Asian.....	232	*	319	151	152	149
Black.....	200	243	280	124	121	124
Hispanic.....	206	251	287	128	129	130
American Indian.....	216	264	279	144	148	145

¹ NAEP science scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Science scale scores for all grades range from 0 to 300.

*Quality-control activities and special analyses involving state assessment data raised concerns about the accuracy and precision of national grade 8 Asian results. Therefore, they are omitted from this table.

NOTES: Standard errors are included in source publication. Mathematics scale scores range from 0 to 500 across all three grades.

SOURCES: Reese et al. 1997. *NAEP 1996 Mathematics Report Card for the Nation and the States* and O'Sullivan et al. 1997. *NAEP 1996 Science Report Card for the Nation and the States*, Washington, DC: U.S. Department of Education.

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-7. Average mathematics scale scores, by sex and race/ethnicity: 1990, 1992, and 1996

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	1990	1992	1996
Grade 4			
All students.....	213	220	224
Male.....	214	221	226
Female.....	213	219	222
White.....	220	228	232
Asian.....	228	232	232
Black.....	189	193	200
Hispanic.....	198	202	206
American Indian.....	208	211	216
Grade 8			
All students.....	263	268	272
Male.....	263	268	272
Female.....	262	269	272
White.....	270	278	282
Asian.....	279	288	**
Black.....	238	238	243
Hispanic.....	244	247	251
American Indian.....	246	255	264
Grade 12			
All students.....	294	299	304
Male.....	297	301	305
Female.....	291	298	303
White.....	301	306	311
Asian.....	311	316	319
Black.....	268	276	280
Hispanic.....	276	284	287
American Indian.....	*	*	279

* Sample size insufficient to permit a reliable estimate.

**Quality-control activities and special analyses involving state assessment data raised concerns about the accuracy and precision of national grade 8 Asian results. Therefore, they are omitted from this table.

NOTE: Mathematics scale scores range from 0 to 500 across all three grades.

SOURCE: Reese et al. 1997. *NAEP 1996 Mathematics Report Card for the Nation and the States*. Washington, DC: U.S. Department of Education.

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-8. Percentage attaining mathematics proficiency levels on the National Assessment of Educational Progress for grades 4, 8, and 12, by sex and race/ethnicity: 1990-1996, selected years

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	1990				1992				1996			
	Advanced	At or above proficient	At or above basic	Below basic	Advanced	At or above proficient	At or above basic	Below basic	Advanced	At or above proficient	At or above basic	Below basic
Grade 4												
All students.....	1	13	50	50	2	18	59	41	2	21	64	36
Male.....	2	13	51	49	2	19	60	40	3	24	65	35
Female.....	1	12	49	51	1	16	57	43	1	19	63	37
White.....	2	16	59	41	2	23	70	30	3	28	76	24
Asian.....	3	23	65	35	4	30	75	25	5	26	73	27
Black.....	0	1	19	81	0	3	23	77	0	5	32	68
Hispanic.....	0	5	31	69	0	5	35	65	0	8	41	59
American Indian.....	0	5	44	56	2	10	43	57	1	8	52	48
Grade 8												
All students.....	2	15	52	48	3	21	58	42	4	24	62	38
Male.....	2	17	52	48	3	21	57	43	4	25	62	38
Female.....	2	14	52	48	3	21	58	42	3	23	63	37
White.....	3	19	61	39	4	27	69	31	5	31	74	26
Asian.....	5	32	71	29	13	40	76	24	**	**	**	**
Black.....	0	5	22	78	0	2	21	79	0	4	28	72
Hispanic.....	0	5	32	68	1	6	34	66	1	9	39	61
American Indian.....	0	6	33	67	0	7	39	61	2	13	51	49
Grade 12												
All students.....	1	12	58	42	2	15	64	36	2	16	69	31
Male.....	2	15	60	40	2	17	65	35	3	18	70	30
Female.....	1	9	56	44	1	13	63	37	1	14	69	31
White.....	2	14	66	34	2	18	72	28	2	20	79	21
Asian.....	5	23	75	25	4	30	81	19	7	33	81	19
Black.....	0	2	27	73	0	2	34	66	0	4	38	62
Hispanic.....	0	4	36	64	0	6	45	55	0	6	50	50
American Indian.....	*	*	*	*	*	*	*	*	0	3	34	66

* Sample size insufficient to permit a reliable estimate.

**Quality-control activities and special analyses involving assessment data raised concerns about the accuracy and precision of national grade 8 Asian results. Therefore, they are omitted from the table.

NOTE: Standard errors are included in source publication.

SOURCE: Reese et al. 1997. *NAEP 1996 Mathematics Report Card for the Nation and the States*. Washington, DC: U.S. Department of Education.

**Appendix table 2-9. Percentage of high school graduates taking selected science and mathematics courses in high school, by race/ethnicity:
1982, 1987, 1990, and 1994**

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Courses (credits)	1982 ¹					1987 ¹					1990					1994				
	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian	White	Black	Hispanic	Asian	American Indian
Mathematics ²																				
Any mathematics (1.00).....	98.7	99.2	97.2	100.0	99.6	98.9	98.2	99.1	99.8	98.7	99.5	99.5	99.9	99.9	100.0	99.6	99.3	99.2	100.0	98.9
Algebra I (1.00).....	57.8	42.4	42.4	55.5	33.2	66.1	54.6	53.6	63.6	60.9	64.2	65.1	64.8	63.2	61.7	67.5	65.0	70.7	61.7	58.7
Geometry (1.00).....	51.0	28.8	25.6	64.9	33.2	63.0	42.2	39.6	81.1	43.2	65.6	56.2	53.6	70.6	55.7	72.7	58.1	69.4	75.8	60.0
Algebra II (0.50).....	36.0	22.0	18.0	45.6	10.8	51.6	30.8	29.2	66.4	27.6	55.0	41.4	35.7	59.9	47.1	61.6	43.7	51.0	66.6	39.2
Trigonometry (0.50).....	13.7	6.0	6.4	26.8	3.0	20.4	10.6	9.8	41.3	4.2	19.3	14.0	10.8	35.1	14.7	18.6	13.6	9.8	25.3	6.7
Analysis/precalculus (0.50).....	6.8	2.2	2.8	14.5	1.8	13.2	5.1	7.3	39.4	5.4	14.8	6.2	7.2	25.3	7.6	18.2	9.8	13.9	33.9	8.7
Statistics/probability (0.50).....	1.2	0.5	0.1	1.7	³ 0.0	1.4	0.3	0.2	1.5	0.0	1.0	1.1	0.9	1.5	0.3	2.3	1.7	1.0	1.1	1.2
Calculus (1.00).....	5.4	1.3	1.7	12.8	4.0	5.6	2.2	3.6	29.4	0.4	6.9	2.8	3.8	18.5	4.2	9.6	3.8	6.0	23.4	3.8
AP calculus (1.00).....	1.8	0.3	0.4	5.5	0.1	2.7	1.4	2.6	23.5	0.4	4.2	1.2	3.0	15.6	3.0	7.3	2.0	4.6	21.0	2.2
Science																				
Any science (1.00).....	96.9	97.4	93.8	96.2	92.1	98.8	98.1	98.6	99.3	99.8	99.3	99.6	99.3	99.8	100.0	99.7	99.5	99.3	99.3	99.7
Biology (1.00).....	78.3	73.0	68.2	83.7	66.7	88.7	84.7	85.4	91.5	90.2	91.5	91.3	90.3	90.4	90.5	94.4	91.3	94.0	90.9	91.2
AP/honors biology (1.00).....	7.4	4.6	3.1	11.9	0.6	2.7	1.4	1.6	4.2	0.3	5.0	3.8	2.4	6.3	1.9	4.6	2.7	3.3	8.3	1.7
Chemistry (1.00).....	34.1	21.9	15.5	52.8	25.9	46.6	28.4	29.1	69.8	26.4	51.5	40.3	38.4	63.6	35.5	58.5	43.8	46.5	69.3	41.3
AP/honors chemistry (1.00).....	3.3	1.6	1.3	5.8	0.9	3.4	1.1	2.2	15.3	0.6	3.7	2.5	1.1	7.7	4.5	4.3	2.1	2.5	7.7	0.6
Physics (1.00).....	16.3	7.3	5.7	34.8	8.1	20.6	9.7	9.9	46.5	8.3	23.1	14.6	13.3	38.4	14.7	26.1	14.7	16.0	42.3	10.3
AP/honors physics (1.00).....	1.2	0.9	0.4	3.4	³ 0.0	1.6	0.4	0.8	5.6	1.4	2.1	0.7	1.0	5.9	0.5	2.5	1.4	1.8	6.0	0.3
Engineering (1.00).....	0.2	0.1	0.1	³ 0.0	³ 0.0	0.1	0.4	0.1	0.4	³ 0.0	0.1	0.1	³ 0.0	³ 0.0	³ 0.0	0.2	0.4	0.1	1.0	³ 0.0
Astronomy (0.50).....	1.3	0.4	0.7	³ 0.0	³ 0.0	0.9	0.3	0.7	0.7	0.5	1.4	0.4	1.1	0.7	1.7	2.0	0.6	0.4	0.8	2.2
Geology/earth science (0.50).....	14.0	10.0	11.2	9.6	18.8	14.0	18.1	11.6	12.4	12.3	27.6	15.9	14.0	15.7	31.0	23.8	23.3	15.3	16.7	23.2
Biology and chemistry (2.00).....	31.3	19.7	14.2	48.5	21.9	45.1	27.2	27.9	66.3	24.8	50.2	39.5	36.5	60.1	34.2	56.4	42.2	45.1	64.8	39.6
Biology, chemistry, and physics (3.00).....	12.2	4.8	3.9	28.4	7.8	17.6	8.3	8.2	41.8	6.2	20.6	12.0	10.2	33.7	10.8	22.7	13.0	13.4	37.2	8.0

¹ Numbers were revised from previously published figures.

² These data report only the percentage of students who earned credit in each mathematics course while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at some point before graduating high school, either before or during high school, and about 70 percent had taken geometry.

³ Percent is less than 0.05 and is rounded to 0.

SOURCE: Smith et al. 1996. U.S. Department of Education, National Center for Education Statistics, The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates, 1996, in *The Condition of Education: 1996*, p. 255.

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-10. Students age 6–21 in federally supported programs for students with disabilities, by type of disability: 1994–1995 school year

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Disability	Number	Percent
All disabilities.....	4,915,168	100.0
Specific learning disabilities.....	2,513,977	51.1
Speech or language impairments.....	1,023,665	20.8
Mental retardation.....	570,855	11.6
Serious emotional disturbance.....	428,168	8.7
Multiple disabilities.....	89,646	1.8
Hearing impairments.....	65,568	1.3
Orthopedic impairments.....	60,604	1.2
Other health impairments.....	106,509	2.2
Visual impairments.....	24,877	0.5
Autism.....	22,780	0.5
Deaf-blindness.....	1,331	0.0
Traumatic brain injury.....	7,188	0.1

NOTES: Because of rounding, percentages may not add to 100. Includes students served under IDEA, Part B.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. 1996. *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

Appendix table 2-11. Total units in mathematics and science completed by students in the 12th grade in 1992 and average high school grade, by disability status and type of disability: 1992

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	Average mathematics units	Average science units	Average high school grade in mathematics	Average high school grade in science
Students without disabilities.....	2.9	2.7	7.63	7.43
Students with disabilities.....	2.4	2.2	8.37	8.32
Multiple disabilities.....	2.5	1.9	8.27	8.70
Learning disability.....	2.3	2.1	8.51	8.60
Health problems.....	2.4	2.1	8.07	8.06
Physical or emotional problems.....	2.6	2.1	8.26	8.25
Physical.....	2.6	2.3	7.98	7.89
Emotional.....	2.5	1.8	8.67	8.92
Sensory.....	2.4	2.2	8.12	8.08

NOTES: Students were identified as disabled by parents. High school credit units in mathematics and science are as reported on their high school transcripts. Data represent the eighth-grade panel population. Grade is based on a 1-13 scale, where 1.0 = A+ and 13 = F.

SOURCE: Rossi, Robert, Jerald Herting, and Jean Wolman. 1997. U.S. Department of Education/NCES, *Profiles of Students with Disabilities as Identified in NELS:88* (NCES 97-254)

Women, Minorities, and Persons With Disabilities in Science and Engineering: 1998

Appendix table 2-12. Proficiency in mathematics and science of students in the 12th grade, by disability status and type of disability: 1992

[In percentages]

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	Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Percent change in number right in mathematics, from 1988 to 1992
Students without disabilities.....	6.5	20.8	14.4	24.2	30.0	4.1	11.8
Students with disabilities.....	14.9	33.3	17.9	17.2	13.4	3.3	10.0
Multiple disabilities.....	19.9	38.1	15.7	15.9	9.9	0.5	8.9
Learning disability.....	22.9	38.2	17.6	15.1	5.7	0.4	8.7
Health problems.....	7.2	27.1	16.2	20.0	20.7	8.7	11.9
Physical or emotional problems.....	12.1	32.0	16.3	18.8	17.0	3.8	10.6
Physical.....	16.2	29.1	12.9	18.2	15.1	8.6	12.2
Emotional.....	11.7	41.6	9.9	26.4	8.6	1.8	10.6
Sensory.....	11.9	32.2	19.6	13.0	20.8	2.5	9.7

NOTES: Students were identified as disabled by parents. Data represent the eighth-grade panel population. Percentage represents the distribution within each disability status. Proficiency measures are based on standardized cognitive tests administered to all NELS:88 student participants in 1988, 1990, and 1992. Students achieved a specific proficiency level if they correctly answered at least three of the four questions within a proficiency level. Students at particular skill levels were assumed to have mastered the lower skill levels; likewise, students were assumed not to have mastered higher level skills. Only students with complete and consistent response patterns were assigned proficiency levels.

SOURCE: Rossi, Robert, Jerald Herting, and Jean Wolman. 1997. U.S. Department of Education/NCES, *Profiles of Students with Disabilities as Identified in NELS:88* (NCES 97-254).

Appendix table 2-13. Percentage of persons who have completed high school, by race/ethnicity and sex: 1975, 1985, and 1995

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	25 years old and over			25 to 29 years old		
	1975	1985	1995	1975	1985	1995
Total.....	62.5	73.9	81.7	83.1	86.1	86.9
Men.....	63.1	74.4	81.7	84.5	85.9	86.3
Women.....	62.1	73.5	81.6	81.8	86.4	87.4
White, non-Hispanic.....	65.8	77.5	85.9	86.6	89.5	92.5
Black, non-Hispanic.....	42.6	59.9	73.8	71.1	80.5	86.7
Hispanic.....	38.5	47.9	53.4	53.1	60.9	57.2

SOURCES: Day, Jennifer, and Curry, Andrea. 1996. *Educational Attainment in the United States: March 1995*. Current Population Reports P20-489. Washington, DC.: U.S. Department of Commerce.

Snyder, Thomas D., Charlene M. Hoffman, and Claire M. Geddes. 1998. *Digest of Education Statistics 1997* (NCES 98-015). Washington, DC: U.S. Government Printing Office.

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Appendix table 2-14. Percentage of students with disabilities age 14 and older exiting special education, by type of disability and basis of exit: 1993-1994

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Type of disability	Total	Graduated with diploma	Graduated with certificate	Reached maximum age	Returned to regular education	Moved, known to be continuing	Moved, not known to be continuing	Died	Dropped out
All disabilities.....	26.8	7.5	1.6	0.3	4.0	5.5	2.8	0.1	5.1
Specific learning disabilities.....	25.9	8.4	1.2	0.1	3.8	5.0	2.5	0.1	4.9
Speech or language impairments.....	38.2	7.0	1.0	0.2	17.0	4.9	4.2	0.1	3.8
Mental retardation.....	21.9	5.8	3.8	1.0	0.9	4.1	2.0	0.2	4.2
Serious emotional disturbance.....	37.0	6.0	0.9	0.2	4.3	10.7	5.8	0.1	9.2
Multiple disabilities.....	12.8	3.2	1.7	1.4	0.8	3.1	0.8	0.3	1.4
Hearing impairments.....	22.0	9.7	1.7	0.2	2.3	3.9	1.6	0.1	2.5
Mobility impairments.....	26.9	9.0	1.7	0.8	7.3	3.7	1.6	0.5	2.4
Other health impairments.....	39.8	8.5	0.7	0.2	17.9	5.8	2.0	0.4	3.8
Visual impairments.....	22.2	10.3	1.2	0.6	2.4	3.6	1.8	0.2	2.2
Autism.....	12.1	2.9	2.1	1.4	0.9	2.6	1.3	0.1	1.0
Deaf-blindness.....	24.9	6.0	4.6	1.4	1.9	5.6	3.0	1.1	1.4
Traumatic brain injury.....	26.7	9.5	1.8	1.0	3.0	6.4	1.9	0.1	3.0

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Office of Special Education Programs. 1996. *Eighteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act*.

Appendix table 2-15. SAT average scores, by family income: 1996

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Family income	SAT I test takers	Percent		SAT I verbal	SAT I mathematics
	Number	Male	Female	Mean scores	Mean scores
Less than \$10,000.....	45,841	37	63	429	444
\$10,000-\$20,000.....	86,005	41	59	456	464
\$20,000-\$30,000.....	108,048	43	57	482	482
\$30,000-\$40,000.....	130,075	45	55	497	495
\$40,000-\$50,000.....	108,641	47	53	509	507
\$50,000-\$60,000.....	102,562	48	52	517	517
\$60,000-\$70,000.....	78,463	48	52	524	525
\$70,000-\$80,000.....	63,841	49	51	531	533
\$80,000-\$100,000.....	74,691	49	51	541	544
More than \$100,000.....	100,429	51	49	560	569
No response.....	186,129	-	-	-	-

NOTE: - = Not applicable.

SOURCE: College Board, 1996a. Profile of College-Bound Seniors National Report.

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**Appendix table 2-16. Course-taking patterns of college-bound seniors,
by mathematics and science fields: 1996**

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Mathematics	SAT I test takers		Percent		SAT I mean scores	
	Number	Percent	Male	Female	Verbal	Mathematics
Years of study						
4 or more years.....	671,345	68	46	54	522	530
3 years.....	279,791	28	44	56	477	465
2 years.....	29,238	3	45	55	448	428
1 year.....	1,724	-	50	50	417	418
One-half year or less.....	1,090	-	43	57	438	438
No response.....	101,537	-	-	-	-	-
Course Work						
Algebra.....	974,657	96	46	54	506	508
Geometry.....	951,031	94	46	54	511	514
Trigonometry.....	536,834	53	47	53	534	547
Precalculus.....	389,321	38	47	53	555	576
Other mathematics courses.....	240,080	24	44	56	484	482
Calculus.....	231,410	23	50	50	579	612
Computer mathematics.....	91,003	9	56	44	519	538
Honors course taken.....	286,219	29	47	53	576	598
Natural sciences	SAT I test takers		Percent		SAT I mean scores	
	Number	Percent	Male	Female	Verbal	Mathematics
Years of study						
4 or more years.....	463,982	48	47	53	536	544
3 years.....	367,245	38	44	56	492	488
2 years.....	116,435	12	45	55	458	454
1 year.....	17,652	2	46	54	430	438
One-half year or less.....	7,452	1	41	59	413	426
No response.....	111,959	-	-	-	-	-
Course Work						
Biology.....	938,372	97	46	54	507	509
Chemistry.....	857,688	84	46	54	518	523
Physics.....	480,632	47	50	50	542	559
Geology, earth science, or space science.....	441,018	43	46	54	499	496
Other sciences.....	377,829	37	42	58	500	498
Honors course taken.....	281,448	29	45	55	577	587

NOTE: - = Not applicable.

SOURCE: College Board, 1996a. Profile of College-Bound Seniors National Report.

Appendix table 2-17. Advanced Placement (AP) candidates, by selected subjects and sex: 1996

Page 1 of 1

AP exam subject	Total	Male	Female	Percent female
Biology.....	64,651	28,746	35,905	55
Chemistry.....	37,462	21,808	15,834	42
Physics B.....	18,644	12,195	6,449	35
Physics C, mechanics.....	11,072	8,158	2,914	26
Physics C, (electronics and magnetism).....	5,662	4,392	1,270	22
Calculus AB.....	102,029	54,202	47,827	47
Calculus BC.....	20,823	13,006	7,817	38
Computer science A.....	6,488	5,217	1,271	20
Computer science AB.....	4,577	4,029	548	12
Psychology.....	14,308	4,986	9,322	65
Economics-micro.....	10,025	5,995	4,030	40
Economics-macro.....	13,252	7,691	5,561	42

NOTE: An AP exam candidate may have taken exams in more than one subject.

SOURCE: The College Board, 1996b. Advanced Placement Program National Summary Reports, pp. 3-5.

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Appendix table 2-18. Trends in average (mean) SAT mathematics and verbal scores, by race/ethnicity: 1991–1996

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Race/ethnicity	1991	1992	1993	1994	1995	1996	1991 to 1996 change	
							Number	Percent
Total								
Number of students.....	1,032,685	1,034,131	1,044,465	1,050,386	1,067,993	1,084,725	52,040	5
SAT V - mean.....	499	500	500	499	504	505	6	-
SAT M - mean.....	500	501	503	504	506	508	8	-
White								
Number of students.....	687,231	680,806	670,965	662,107	674,343	681,053	(6,178)	-1
SAT V - mean.....	518	519	520	520	525	526	8	-
SAT M - mean.....	513	515	517	519	521	523	10	-
Asian American								
Number of students.....	76,703	78,387	78,693	81,097	81,514	84,319	7,616	10
SAT V - mean.....	485	487	489	489	492	496	11	-
SAT M - mean.....	548	551	553	553	555	558	10	-
Black								
Number of students.....	100,209	99,126	102,939	102,679	103,872	106,573	6,364	6
SAT V - mean.....	427	428	429	428	432	434	7	-
SAT M - mean.....	419	419	421	421	422	422	3	-
Mexican American								
Number of students.....	28,602	30,336	32,355	35,397	36,323	36,689	8,087	28
SAT V - mean.....	454	449	451	448	453	455	1	-
SAT M - mean.....	459	457	459	458	458	459	0	-
Puerto Rican¹								
Number of students	12,065	12,091	12,645	13,036	13,056	13,103	1,038	9
SAT V - mean.....	436	442	443	444	448	452	16	-
SAT M - mean.....	439	438	440	442	444	445	6	-
Latin American								
Number of students.....	25,584	26,766	28,420	29,395	30,713	32,193	6,609	26
SAT V - mean.....	458	459	460	460	465	465	7	-
SAT M - mean.....	462	463	463	464	468	466	4	-
American Indian								
Number of students.....	7,843	7,412	7,488	8,150	8,936	8,737	894	11
SAT V - mean.....	470	472	477	473	480	483	13	-
SAT M - mean.....	468	471	476	470	476	477	9	-
Other								
Number of students.....	16,300	17,771	19,614	22,198	25,113	28,099	11,799	72
SAT V - mean.....	486	491	497	500	507	511	25	-
SAT M - mean.....	492	498	501	504	510	512	20	-

¹ Excludes students in Puerto Rico.

NOTES: - = not applicable. V = verbal, M = mathematics. Total includes persons of unknown race/ethnicity.

SOURCE: College Board, 1996 unpublished tabulations.

Appendix table 2-19. Trends in average ACT composite scores, by race/ethnicity: 1991-1996

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Race/ethnicity	Number	Mean ACT score
Total		
1991.....	796,983	20.6
1992.....	832,217	20.6
1993.....	875,603	20.7
1994.....	891,714	20.8
1995.....	945,369	20.8
1996.....	924,663	20.9
White		
1991.....	588,060	21.3
1992.....	604,469	21.3
1993.....	625,242	21.4
1994.....	623,366	21.4
1995.....	650,664	21.5
1996.....	654,377	21.6
Asian American/Pacific Islander		
1991.....	20,854	21.6
1992.....	22,771	21.6
1993.....	24,754	21.7
1994.....	26,168	21.7
1995.....	27,784	21.6
1996.....	27,847	21.6
African-American/Black		
1991.....	72,681	17.0
1992.....	75,356	17.0
1993.....	80,401	17.1
1994.....	81,806	17.0
1995.....	89,155	17.1
1996.....	87,630	17.0
Mexican American/Chicano		
1991.....	23,837	18.4
1992.....	26,163	18.4
1993.....	27,713	18.5
1994.....	29,558	18.4
1995.....	24,431	18.6
1996.....	21,345	18.7
Puerto Rican ¹ /Cuban/Other Hispanic		
1991.....	11,135	19.3
1992.....	13,013	19.3
1993.....	13,894	19.3
1994.....	15,119	19.3
1995.....	24,054	18.7
1996.....	25,857	18.9
American Indian/Alaskan Native		
1991.....	9,358	18.2
1992.....	9,784	18.1
1993.....	10,384	18.4
1994.....	11,026	18.5
1995.....	11,361	18.6
1996.....	11,580	18.8

¹ Excludes students in Puerto Rico, because test is not given there.

SOURCE: American College Testing. 1996. Results, Summary Reports.

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Appendix table 2-20. Selected characteristics of persons who took the SAT: 1996

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Sex and race/ethnicity	Took SAT	Have a parent with college degree		Took PSAT	
	Number	Number	Percent	Number	Percent
Total.....	1,084,725	519,515	48	765,384	71
Women.....	580,127	267,776	46	429,309	74
Men.....	504,598	251,739	50	336,075	67
White.....	681,053	384,478	56	541,748	80
Women.....	366,985	198,079	54	300,520	82
Men.....	314,068	186,399	59	241,228	77
Asian and Pacific Islander.....	84,319	48,239	57	62,564	74
Women.....	42,956	23,879	56	33,046	77
Men.....	41,363	24,360	59	29,518	71
Black.....	106,573	36,185	34	69,734	65
Women.....	62,840	19,683	31	43,631	69
Men.....	43,733	16,502	38	26,103	60
Hispanic, total.....	81,985	26,597	32	54,359	66
Women.....	46,131	13,794	30	31,578	68
Men.....	35,854	12,803	36	22,781	64
Puerto Rican ¹	13,103	4,868	37	8,653	66
Women.....	7,478	2,531	34	5,044	67
Men.....	5,625	2,337	42	3,609	64
Mexican-American.....	36,689	8,941	24	23,928	65
Women.....	20,532	4,596	22	13,866	68
Men.....	16,157	4,345	27	10,062	62
Other Hispanic.....	32,193	12,788	40	21,778	68
Women.....	18,121	6,667	37	12,668	70
Men.....	14,072	6,121	43	9,110	65
American Indian/Alaskan Native.....	8,737	3,713	42	5,772	66
Women.....	4,673	1,878	40	3,241	69
Men.....	4,064	1,835	45	2,531	62
Other.....	28,099	15,364	55	19,862	71
Women.....	15,563	8,042	52	11,379	73
Men.....	12,536	7,322	58	8,483	68
No response.....	93,959	-	-	-	-
Women.....	40,979	-	-	-	-
Men.....	52,980	-	-	-	-

¹ Excludes students in Puerto Rico.

NOTE: - = Not applicable.

SOURCE: The College Board, 1996 unpublished tabulations.

Appendix table 2-21. Average ACT composite scores, by type of high school program, race/ethnicity, and annual family income: 1996

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Race/ethnicity and type of program ¹	Annual family income					
	Less than \$18,000		\$18,000-\$35,999		\$36,000 or more	
	Number	ACT score	Number	ACT score	Number	ACT score
Total ²						
Total ³	104,195	18.5	229,613	20.1	475,456	21.9
Core.....	52,650	19.7	128,846	21.2	306,653	22.8
Less than core.....	50,010	17.4	98,734	18.6	165,497	20.1
White						
Total.....	50,187	20.1	157,413	20.9	393,479	22.1
Core.....	25,080	21.5	88,415	22.0	254,197	23.0
Less than core.....	24,727	18.8	68,054	19.4	137,138	20.4
Asian American/Pacific Islander						
Total.....	4,775	18.7	7,486	20.6	13,464	23.3
Core.....	3,041	19.5	5,186	21.4	10,033	23.8
Less than core.....	1,643	17.1	2,172	18.9	3,221	21.6
African-American/Black						
Total.....	26,687	16.2	30,271	16.9	23,034	18.2
Core.....	13,563	17.0	16,615	17.7	14,172	19.0
Less than core.....	12,888	15.4	13,389	15.8	8,707	16.9
American Indian/Alaskan Native						
Total.....	2,535	17.3	3,993	18.5	4,117	20.1
Core.....	1,033	18.8	1,938	19.6	2,279	21.2
Less than core.....	1,306	16.6	1,922	17.5	1,748	18.8
Mexican American/Pacific Islander						
Total.....	5,340	17.4	7,598	18.4	7,020	20.1
Core.....	2,739	18.4	4,060	19.4	4,253	21.1
Less than core.....	2,562	16.3	3,486	17.2	2,729	18.6
Puerto Rican ⁴ /Cuban/Other Hispanic						
Total.....	6,277	17.2	8,342	18.5	9,160	20.6
Core.....	3,149	18.3	4,681	19.4	5,916	21.4
Less than core.....	2,943	16.1	3,512	17.2	3,102	18.9

¹ Type of high school program is divided into *Core* and *Less than core* programs. Core programs are defined by ACT as 4 years of English and 3 years each of mathematics, natural sciences, and social sciences.

² Excludes persons not included in the racial/ethnic groups below.

³ Excludes persons not classified by type of program.

⁴ This does not include students in Puerto Rico, because test is not given there.

SOURCE: American College Testing. 1996. Results, Summary Reports.

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Appendix table 2-22. Advanced Placement (AP) candidates, by selected subjects and race/ethnicity: 1996

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Selected science/mathematics AP subject	Total, all candidates	Underrepresented minorities						
		American Indian/Alaskan Native (2,491)	Black (22,373)	Hispanic			Total under-represented minorities	Percentage under-represented minorities
				Mexican American (20,318)	Puerto Rican (13,527)	Other Hispanic (18,476)		
Biology.....	64,651	281	2,619	1,066	361	1,414	5,741	9
Chemistry.....	37,642	151	1,286	633	132	634	2,836	8
Physics B.....	18,644	61	529	298	74	402	1,364	7
Physics C (mechanics).....	11,072	34	236	161	39	220	690	6
Physics C (electronics and magnetism)...	5,662	14	99	55	18	95	281	5
Calculus AB.....	102,029	360	3,689	2,310	400	1,985	8,744	9
Calculus BC.....	20,823	44	353	174	52	326	949	5
Computer science A.....	6,488	28	283	115	42	167	635	10
Computer science AB.....	4,577	22	80	50	18	75	245	5
Psychology.....	14,308	64	538	255	73	415	1,345	9
Economics-micro.....	10,025	40	241	256	42	204	783	8
Economics-macro.....	13,252	45	419	409	68	479	1,420	11

NOTE: Numbers in parentheses indicate the total persons in each group who took any AP test in 1996.

SOURCE: The College Board, 1996b. Advanced Placement Program National Summary Reports, p. 3.

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